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ABSTRACT

The Department for Education and Employment's "The Year 7 Spelling Bank" is intended to support teachers in England in teaching spelling systematically and enjoyably in ways which help students to develop a positive perspective on themselves as spellers. This booklet contains a bank of teaching ideas to help in the teaching of word level objectives in Key Stage 3. Some objectives are explored through a number of activities and are approached from different angles in a deliberate attempt to embed understanding; for each objective there are suggestions for teaching that objective with the whole class and through group activities, as well as a bank of useful words. The booklet is divided into the following sections: Introduction; Spelling Objectives from Year 7 of the "Framework for Teaching English: Years 7, 8 and 9"; Objective 1: Vowel Choices; Objective 2: Pluralisation; Objective 3: Word Endings; Objective 4: Prefixes; Objective 5: High-frequency Words; Objective 6: Apostrophes; Objective 7: Key Words; Objective 8: Personal Spelling Development; Objective 9: Phonemes and Syllables; Objective 10: Analogy; Objective 11: Strategies for Learning Spellings; Objective 12: Using a Dictionary; Objective 13: Spellcheckers; Appendix 1: Spelling List; Appendix 2: Subject Spelling Lists; and Appendix 3: Sample Spelling Investigations. (NKA)

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Key Stage 3
National Strategy

Year 7 spelling bank

Heads of Department & Teachers of Year 7 pupils

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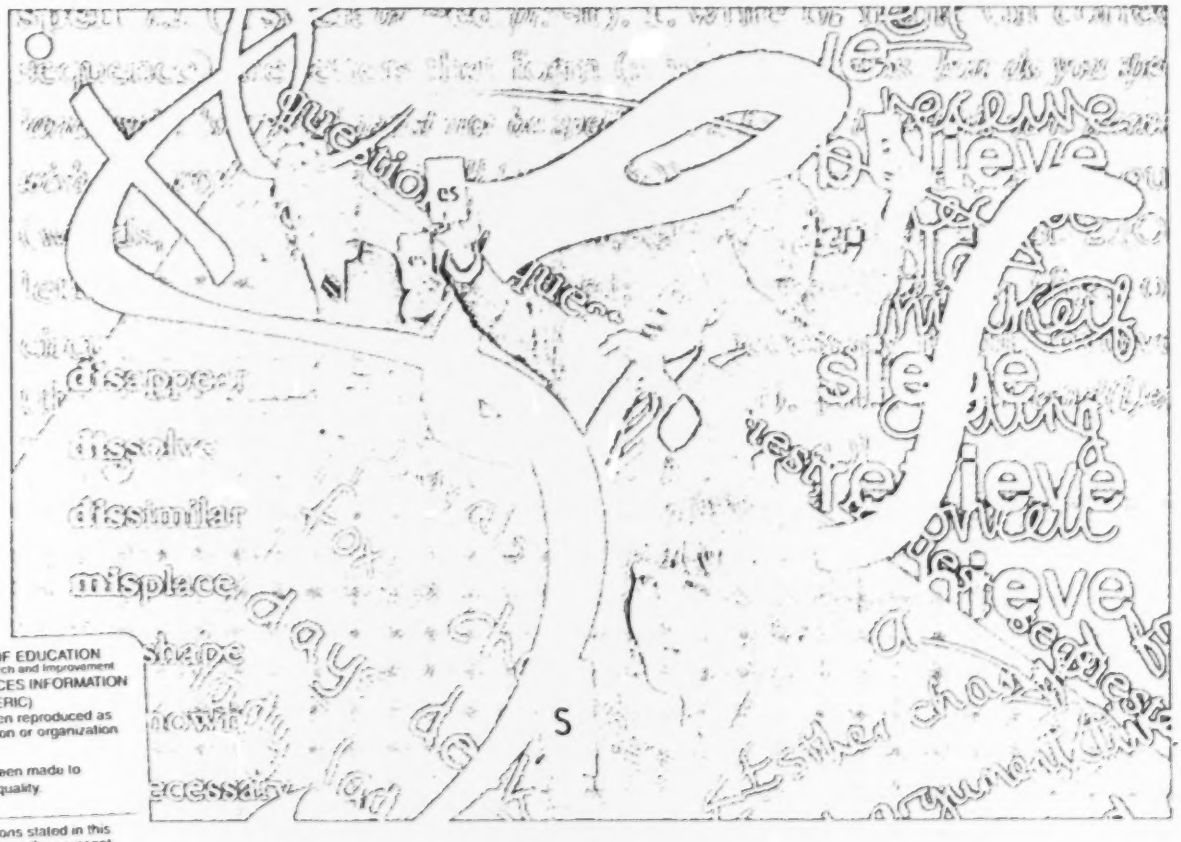

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Key Stage 3
National Strategy

Year 7 spelling bank

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Introduction

Spelling matters to readers and it matters to writers because it is part of the process of making meaning through the written word. Competence in spelling releases the creativity of the writer. Young writers need to be so confident about their spelling that they can concentrate on composing ideas and making stylistic choices at word and sentence level that reflect the purpose and the context of their writing.

English spelling is more regular than it may seem: there are fewer than 500 wholly irregular words in modern English, but some are words that we use very frequently. Since English spelling is more than 80% predictable, it makes sense to teach spelling systematically, not just incidentally. David Crystal makes that point very clearly in his *Cambridge Encyclopedia of the English Language**:

"If the spelling system contains such regularity, why is there a problem? The answer is complex, but a major factor is that children are rarely taught how to spell. They are made to learn spellings by heart, and are rigorously tested on them, but few attempts are made to explain what it is they have learned. They are not generally told why spellings are as they are, or about how these spellings relate to the way words are pronounced. Without such perspective, spelling becomes a vast, boring and time-consuming memory task." (p.272)

The *Year 7 spelling bank*

The *Year 7 spelling bank* is intended to support teachers in teaching spelling systematically and enjoyably, in ways which help pupils to develop a positive perspective on themselves as spellers.

It is important to use the *Year 7 spelling bank* selectively since pupils will have met many of the objectives before: less confident spellers may need re-inforcement and consolidation, while able spellers should be encouraged to pursue investigations which develop their appreciation of the origins and patterns of English spelling.

This booklet contains a bank of teaching ideas to help in the teaching of word level objectives in Key Stage 3. The objectives are drawn from the word level strand of the Key Stage 3 National Strategy *Framework for teaching English: Years 7, 8 and 9*. They cover spelling conventions and spelling strategies.

Some objectives are explored through a number of activities and are approached from different angles in a deliberate attempt to embed understanding. For each objective there are suggestions for teaching that objective with the whole class and through group activities, as well as a bank of useful words. At the bottom of each page there are notes which include the rules or conventions themselves.

* Reference: D. Crystal – *The Cambridge Encyclopedia of the English Language*. Cambridge University Press, 1995.

Spelling objectives from Year 7 of the *Framework for teaching English: Years 7, 8 and 9*

Spelling

Pupils should revise, consolidate and secure:

1. correct vowel choices, including: vowels with common alternative spellings, e.g. *ay, ai, a–e*; unstressed vowels; the influence of vowels on other letters, e.g. *doubling consonants, softening* c;
2. pluralisation, including *es* endings, and words ending in *y, f* and vowels;
3. word endings, including vowel suffixes such as *ing*; consonant suffixes such as *ful*; modifying words ending in *y* or *e*; making choices between similar endings such as *cian, sion* and *tion*;
4. prefixes, including antonym prefixes, e.g. *ir, un*;
5. the spellings of high-frequency words including common homophones;
6. the use of the apostrophe including: omissions; the possessive apostrophe; apostrophising plurals, e.g. *ladies' coats*, and words ending in *s*; the exception of possessive pronouns;
7. the spellings of key words in each subject.

Spelling strategies

To continue learning, constructing and checking spellings, pupils should be able to:

8. recognise and record personal errors, corrections, investigations, conventions, exceptions and new vocabulary;
9. sound out words phonemically and by syllables;
10. draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns;
11. identify words which pose a particular challenge and learn them by using mnemonics, multi-sensory re-inforcement and memorising critical features;
12. use the quartiles of a dictionary and find words beyond the initial letter;
13. make effective use of a spellchecker, recognising where it might not be sufficient or appropriate.

Objective 1
Vowel choices

Pupils should revise, consolidate and secure correct vowel choices, including: vowels with common alternative spellings, e.g. **ay**, **ai**, **a–e**; unstressed vowels; the influence of vowels on other letters, e.g. doubling consonants, softening **c**.

Focus: vowel choices

Whole-class approaches

- Identify words that share the same long vowel sound (long **a**, **e**, **i**, **o** or **u**).
- Order words by spelling pattern (see notes below).
- Generate ideas about which spelling is most likely and create guidelines, e.g. long **a** at the end of the word is usually spelled **ay** (*say, play, day, may*, etc.).
- Find the most likely spelling pattern for a long vowel sound in the middle or at the end of a word, or in combination with certain consonants.

Group tasks

- Ask pupils to collect, list and categorise spellings of a long vowel sound by spelling pattern.
- Pupils could investigate:
  - Which spelling is most likely at the end of words? (**ay**)
  - Which spelling is most likely in the middle of words? (**ai**)
  - Which spelling is most likely in combination with different consonants? (**a–e**) For example, when a word contains a long **a** and this is followed by **t** then it is most likely to be spelled **ate**.
  - What other patterns can pupils spot?
  - Are there other ways to spell the phoneme?
- Sort the list of words below to discover the most common spelling patterns for long **i** and **e** phonemes when followed by **t** phoneme.

beat	cheat	flight	knight	mite	quite	site	tight
beet	eat	fright	light	neat	right	sleet	treat
bite	feet	heat	meat	night	seat	slight	wheat
bleat	fight	height	meet	peat	sheet	spite	white
bright	fleet	kite	might	plight	sight	sweet	write

Notes

- A phoneme is the smallest unit of sound in a word. There are around 44 phonemes in English, which may be represented by 1, 2, 3 or 4 letters.
- The long **a** phoneme is spelled in one of three main ways – **ai** (*main*), **ay** (*play*) or **a–e** (*made*).
- The long **e** phoneme is spelled in one of four main ways – **ee** (*wheel*), **ea** (*meal*), **ie** (*thief*) or **e–e** (*mere*).
- The long **i** phoneme is spelled in one of three main ways – **i–e** (*slime*), **y** (*my*) or **igh** (*fight*).
- The long **o** phoneme is spelled in one of three main ways – **o–e** (*phone*), **oa** (*moan*) or **ow** (*show*).
- The long **u** phoneme is spelled in one of three main ways – **u–e** (*tune*), **oo** (*moon*) or **ew** (*flew*).

Objective 1
Vowel choices

Pupils should revise, consolidate and secure correct vowel choices, including: vowels with common alternative spellings, e.g. **ay**, **ai**, **a–e**; unstressed vowels; the influence of vowels on other letters, e.g. doubling consonants, softening **c**.

Focus: unstressed vowels

Whole-class approaches

- Point out that some vowels are difficult to make out because they are spoken quickly or quietly. They do not 'sound out' clearly because the 'beat' in the word falls elsewhere. Give examples from the list below.
- Select words that contain unstressed vowels and write them on the board or flipchart. Ask the pupils to work out what the words have in common and why people might have difficulty in spelling them. Circle the vowels that are hard to hear.
- Discuss how the spellings of such words could be memorised, e.g. exaggerated pronunciation or 'spellspeak' where words are broken down into syllables – *diff-er-ence*; thinking of the root word, e.g. *differ* + the suffix **ence**; use of mnemonics, e.g. '*pet* on the ca*r**pet*', '*Al* is in hospit*al*'.

Group tasks

- Pupils work in pairs to develop further ideas/mnemonics for supporting the spelling of words provided in the chart below.
- Ask the pupils to decide on categories for grouping words, e.g. *ary*, *ery*, *erence*.
- Pupils work out amusing ways of remembering the spelling of words they find tricky because they include unstressed vowels.

abandoned	conference	easily	generous	library	offering	similar
abominable	consonant	explanatory	geography	literacy	original	skeleton
alcohol	corporal	extra	grammar	literate	parallel	smuggler
animal	deafening	factory	heaven	literature	parliament	stationary
astronomy	definite	familiar	history	locomotive	poisonous	stationery
benefit	definitely	family	holiday	lottery	predict	telephone
boundary	describe	fattening	hospital	margarine	prepare	television
business	description	February	illiterate	marvellous	primary	vegetable
carpet	desperate	flattery	interest	mathematics	prosperous	voluntary
category	dictionary	formal	interested	medicine	reference	Wednesday
Catholic	difference	freedom	January	memorable	Saturday	widening
centre	different	frightening	jewellery	messenger	secretary	
company	disinterest	general	journalist	miniature	separate	
compromise	doctor	generally	lettuce	miserable	signature	

Notes

- Draw pupils' attention to the high number of words that contain the **er** and **en** patterns.
- Helpful tactics:
  - refer to the root;
  - build the word up to detect prefixes, suffixes and syllables;
  - refer to related words, e.g. *definite – finite*;
  - 'spellspeak' words as they might sound, e.g. *Wed-nes-day*.

Objective 1
Vowel choices

Pupils should revise, consolidate and secure correct vowel choices, including: vowels with common alternative spellings, e.g. **ay**, **ai**, **a–e**; unstressed vowels; the influence of vowels on other letters, e.g. doubling consonants, softening **c**.

Focus: doubling consonants

Whole-class approaches

- Explain the convention: words ending with a single consonant preceded by a short vowel double the consonant before adding vowel suffixes such as **ing**, **er**, **est** or **ed**. Collect and display examples.
- Investigation – use the words below to draw a contrast between words that double the final consonant and those that do not. The clue is in the sound of the preceding vowel.
- Provide base words and ask pupils, in pairs, to spell and show the extended word on the board or flipchart.

Group tasks

- Provide a mixture of base words that were not used in the whole-class activities. Have the pupils work in pairs to provide the correct spellings when adding **ing**, **er**, **ed**, **est** where appropriate.
- Provide pupils with newspaper or magazine articles. Ask them to find, highlight and record words that have consonants doubled where suffixes have been added.

Doubled letters

beg	begged	beggar	hum	humming	hummed
big	bigger	biggest	mop	mopping	mopped
dig	digging	digger	run	runner	running
drag	dragging	dragged	stop	stopper	stopped
drop	dropping	dropped	sun	sunny	sunnier
fit	fitter	fittest	wet	wetter	wettest
hug	hugging	hugged	win	winning	winner

Undoubled letters

beep	beeping	beeped	dream	dreamer	dreaming
blast	blasting	blasted	feel	feeling	feeler
burn	burner	burning	help	helped	helper
count	counter	counted	train	trainer	trained
disgust	disgusted	disgusting	trick	tricky	tricked

Contrasting sets

dine	dining	dinner	ride	riding	ridden
hide	hiding	hidden	write	writing	written

Notes

- Ensure that pupils understand the difference between short and long vowel sounds.
- When you are providing examples of words with short and long vowel sounds, emphasise or exaggerate the sounding out and have the pupils join in.
- Short (rap) vowel followed by a single consonant = doubles the consonant.
- Long vowel = single consonant.

Objective 1
Vowel choices

Pupils should revise, consolidate and secure correct vowel choices, including: vowels with common alternative spellings, e.g. **ay**, **ai**, **a–e**; unstressed vowels; the influence of vowels on other letters, e.g. doubling consonants, softening **c**.

Focus: the soft **c**

Whole-class approaches

- Use lists of words for **ca**, **ce**, **ci**, **co** and **cu**, and ask pupils to generalise about the way the words sound. Ask pupils to read aloud to hear the differences and find the patterns.
- Ask pupils to decide what rules apply for words with the **ca**, **ce**, **ci**, **co** and **cu** pattern, e.g.

  call, calendar, camera, cardigan, carnival, recap
  celery, centimetre, centre, cereal, centipede
  circle, cinema, cinnamon, city, circuit
  coat, cobweb, coffin, cold, column, cow, disco
  cupboard, curtain, custard, customer, cut, discuss

  Have them decide which other **c** group belongs with the **ci** group, i.e. **ce**, because the **c** is softened.

Group tasks

- Independent investigation – give the pupils a group of cards containing a mix of **c** words and ask them to sort the words and work out the rule about the vowel following **c**.
- Have pupils find as many words as they can from the different **c** + vowel groups.
- Ask pupils to find and record examples of **cy** words (which also have the soft **c** sound).

ci						
accident	circuit	circumstance	city	decision	incident	
cinema	circular	circus	civil	decisive	incisor	
cinnamon	circulation	cistern	decide	disciple	recital	
circle	circumference	citizen	decimal	discipline	recite	
ce						
ceiling	cellar	cent	century	deceased	discern	
celebrate	cellophane	centenary	cereal	deceit	except	
celebrity	cement	centigrade	ceremony	December	incense	
celery	cemetery	centipede	certain	decent	receive	
cell	census	centre	certificate	descend	recent	
cy						
bicycle	cyclic	cyclone	cynic	cypress	fancy	mercy
cyanide	cyclist	cylinder	cynical	cyst	lacy	recycle

Notes

- **ci**, **ce** and **cy** usually soften the **c**.
- Exception for **ce** – celt, celtic (pronounced as kelt, keltic).

Objective 2
Pluralisation

Pupils should revise, consolidate and secure pluralisation, including **es** endings, and words ending in **y**, **f** and vowels.

Focus: pluralisation **s/es**

Whole-class approaches

- Create a list of singular words with their plurals, either by taking suggestions, collecting over time or using the lists below. Ask pupils to group them according to the way they add or change their endings to accommodate the plural.
- Pupils use response cards for **s/es** endings. Pupils show the correct ending in response to a spoken word.
- Individual notebooks – pupils attempt to apply taught rules in response to a given word.
- Cloze passage featuring deleted plurals.

Group tasks

- Investigation – after establishing the basic 'Add **s**' rule, pupils could conduct an open investigation into other ways of forming plurals.
- Play bingo, featuring cards with pluralisation rules written in the squares. Cards are then drawn featuring different words to be pluralised.
- Design posters or radio commercials to advertise a spelling rule.

Typical words		Hissing and buzzing words	
balloon	balloons	box	boxes
boy	boys	bus	buses
day	days	church	churches
dog	dogs	dish	dishes
girl	girls	fox	foxes
meal	meals	kiss	kisses
school	schools	lunch	lunches
sister	sisters	patch	patches
word	words	watch	watches

Notes

- Irregular plurals are dealt with separately elsewhere in the Year 7 spelling bank.
- Most nouns ending in **e** just add **s**, e.g. *shoe, tongue, eye, lane, spade* but some are irregular, e.g. *mouse, goose*.
- *Fish* is an exception in that an alternative plural is '*fish*'.
- Nouns ending in hissing, buzzing or shushing sounds (**s/x/ch/sh**) usually add **e**s in the plural. This adds a syllable and makes the word easier to say.

Objective 2
Pluralisation

Pupils should revise, consolidate and secure pluralisation, including **es** endings, and words ending in **y**, **f** and vowels.

Focus: words ending in **y**

Whole-class approaches

- Discuss and exemplify the convention: when **y** is preceded by a consonant, change to **ies**; when **y** is preceded by a vowel, add **s**.
- Create a list of singular words which end in **y**, with their plurals, by suggestions, collecting over time or using the lists below. Ask pupils to group them according to the way they add or change their endings to accommodate the plural.
- Use response cards to show whether pupils choose **s** or **ies** endings. Pupils show the correct plural ending in response to a singular word given by the teacher.
- Individual notebooks – pupils attempt to apply taught rules in response to a given word.
- Cloze passage featuring deleted plurals.

Group tasks

- Play bingo, featuring cards with pluralisation patterns written in the squares. Cards are then drawn featuring different words to be pluralised.
- Design posters or radio commercials to advertise a spelling rule.

Vowel + **y** words		Consonant + **y** words	
boy	boys	baby	babies
buoy	buoys	city	cities
buy	buys	cry	cries
day	days	fly	flies
donkey	donkeys	jelly	jellies
key	keys	lolly	lollies
monkey	monkeys	lorry	lorries
quay	quays	party	parties
tray	trays	puppy	puppies
		try	tries
		worry	worries

Note

- Nouns ending in consonant + **y** change **y** to **i** and add **es**. Compare nouns ending in vowel + **y**, which simply add **s**.

Objective 2
Pluralisation
Pupils should revise, consolidate and secure pluralisation, including **es** endings, and words ending in **y**, **f** and vowels.

Focus: words ending in **f** and **fe**

Whole-class approaches

- Create a list of singular words with their plurals, either by suggestions, collecting over time or by using the list below. Invite pupils to group words according to the way their endings change to accommodate the plural.
- Use response cards which enable pupils to display simultaneous choices of **s**/**es** for word endings.
- Individual notebooks: pupils attempt to apply taught rules in response to a given word.
- Cloze passage featuring deleted plurals.

Group tasks

- Investigation – pupils could conduct an open investigation into ways of forming plurals from **f**/**fe** words.
- Word sums, e.g. *self + plural =* ____
- Play card game or bingo, featuring cards with pluralisation rules written in the squares, and in which cards are drawn featuring different words to be pluralised.
- Design posters or radio commercials to advertise a spelling rule.

f and **fe** endings	
calf	calves
half	halves
life	lives
loaf	loaves
scarf	scarves
self	selves
thief	thieves
wolf	wolves
knife	knives
wife	wives

Note

- Most nouns ending in **f** drop the **f** and add **ves** in the plural. There are exceptions, such as *roofs*. **ff** words just add **s**, e.g. *sniff/ sniffs*.

Objective 2
Pluralisation
Pupils should revise, consolidate and secure pluralisation, including **es** endings, and words ending in **y**, **f** and vowels.

Focus: plurals of words which end with vowels other than **e**

Whole-class approaches

- Using food words from below, request *Foods from abroad* and list them in three columns (by endings: **a**, **i**, **o**) with the plural morpheme **s** written in a different colour. Use the same strategy for *Unusual animals of the world* or *Musical words*.
- Generalise about adding endings to words which end in a vowel other than **e**.
- Use singular/plural flashcards for the Pelmanism game. Cards are put face down and pupils have to remember where they are in order to match up singular and plural forms of a word.

Group task

- Write alliterative alphabetical A–Z poems using plural forms, e.g. *Anacondas are always amazingly anxious/ Pizzas are perfect for peckish pupils/ Samosas are scrummy for starving school students.*

List 1

anacondas	corgis	igloos	pianos	skis	zoos
areas	cuckoos	jumbos	piazzas	sofas	Zulus
armadillos	dahlias	kangaroos	piccolos	solos	
bananas	discos	kimonos	pizzas	sombreros	
banjos	ECUs	kiwis	pumas	sonatas	
bhajis	emus	magnolias	radios	tarantulas	
bongos	fiestas	matzos	risottos	tattoos	
cameras	galas	oratorios	rotas	tombolas	
casinos	geckos	paellas	sambas	umbrellas	
cellos	gnus	pagodas	samosas	violas	
chapat(t)is	gurus	pastas	saunas	visas	
concertos	haikus	patios	siestas	yoyos	

List 2

buffaloes	dominoes	heroes	tomatoes	volcanoes
cargoes	echoes	mangoes	torpedoes	
dingoes	haloes	potatoes	vetoes	

List 3

antennae	criteria	macaroni	phenomena	spaghetti	tagliatelli
bacteria	fungi	paparazzi	ravioli	strata	

Notes

- Most nouns ending in **o** form their plural by adding **s**, especially musical terms, words recently introduced from other languages and abbreviations. There are some exceptions to this rule, when **es** is added to form the plural (List 2). Words ending in two vowels usually add **s**. Three consecutive vowels are unusual, e.g. *beau/ beaux*.
- A few words keep the plural spelling of the original language (List 3). Some pasta terms are already plurals in Italian! Many words borrowed from other languages use a number of different spellings, e.g. *matzos*.
- Make use of words from the range of languages you have in your classroom.

Objective 2
Pluralisation

Pupils should revise, consolidate and secure pluralisation, including **es** endings, and words ending in **y**, **f** and vowels.

Focus: irregular plurals

Whole-class approaches

- Create a list of singular words with irregular plurals, either by suggestions, collecting over time or by using the list below. Invite pupils to group them according to the way their endings change to accommodate the plural.
- Use a cloze passage featuring deleted plurals as the basis for class discussion.

Group tasks

- Pupils could conduct an open investigation into ways of forming plurals.
- Play card game or bingo, featuring cards with different pluralisation patterns written in the squares. Cards are then drawn featuring different words to be pluralised.
- Create posters for each of these:
  - words that have no singular (e.g. *trousers, scissors*);
  - words that are the same in the singular and plural (e.g. *sheep, deer*);
  - plurals with endings other than **s** (e.g. *mice, men*);
  - plurals of words ending in **is** (e.g. *crises, emphases*).

Irregular plurals	
antenna	antennae
child	children
deer	deer
foot	feet
formula	formulae
goose	geese
larva	larvae
louse	lice
man	men
mouse	mice
sheep	sheep
tooth	teeth
woman	women

Note

- A number of nouns have unusual plurals. Some change the medial vowel (*goose/ geese*); some have retained the plural form of the original language (**a** singular, **ae** plural in Latin).

Objective 3
Word endings

Pupils should revise, consolidate and secure word endings, including vowel suffixes such as **ing**; consonant suffixes such as **ful**; modifying words ending in **y** or **e**; making choices between similar endings such as **cian**, **sion** and **tion**.

Focus: vowel suffixes

Whole-class approaches

- Create class collections of words with common vowel suffixes and group them (see table below).
- Investigation – explore patterns, base words and generalisations about spellings, e.g. Why is 'islander' *island* + **er** but *voyager* = *voyag* + **er**? What do the suffixes mean?

Group task

- Weaker spellers play matching cards – matching the root word to its suffix.

al	ary	ic	ist	ive	er	est
additional	anniversary	acidic	artist	alliterative	baker	cleverest
exceptional	dictionary	allergic	balloonist	alternative	driver	driest
medical	library	analytic	dramatist	apprehensive	farmer	fiercest
national	missionary	comic	extremist	comprehensive	islander	funniest
occasional	necessary	dramatic	instrumentalist	corrective	manager	handsomest
personal	revolutionary	energetic	journalist	derivative	poorer	nastiest
seasonal	stationary	horrific	machinist	discursive	reader	neatest
sensational		manic	novelist	exhaustive	richer	poorest
		photographic	specialist	explosive	teenager	richest
		scientific	stockist	investigative	villager	strongest
		terrific	violinist	retrospective	voyager	tallest

Notes

- If the root word ends in an **e** then it is usually dropped before a vowel suffix is added, e.g. *voyage/ voyager*.
- Words ending in a consonant +**y** drop the **y** and change to **i** when a vowel suffix is added, e.g. funniest.

Objective 3
Word endings

Pupils should revise, consolidate and secure word endings, including vowel suffixes such as **ing**; consonant suffixes such as **ful**; modifying words ending in **y** or **e**; making choices between similar endings such as **cian**, **sion** and **tion**.

Focus: consonant suffixes

Whole-class approaches

- Create class collections of words with common consonant suffixes and group them (see table below).
- Collect examples of other consonant suffixes, e.g. **ness**, **like**, **hood**, **ship**, **ment** etc.
- Investigation – seek patterns, base words and generalisations about spellings. What do the suffixes mean?
- Draw together groups of words created by adding different suffixes to a base word, e.g. *careful, careless, carefully.*

Group tasks

- Weaker spellers play matching cards – matching the root word to its suffix.
- Investigate how many multiple suffixes groups can find, e.g. *worthlessness.*

ly	**ful**	**less**
actually	beautiful	careless
especially	forgetful	endless
eventually	hateful	fearless
friendly	hopeful	headless
kindly	merciful	homeless
likely	painful	jobless
originally	pitiful	lifeless
personally	resentful	merciless
properly	sorrowful	speechless
really	successful	thankless
weekly	wishful	thoughtless

Notes

- **ly**, **ful** and **less** are consonant suffixes. Consonant suffixes can generally be added without changing the base word but there are exceptions, e.g. *wholly,* and words ending in a consonant **+y**, which usually change to an **i**, e.g. *happiness.*
- **ly** means 'in this manner'.
- **ful** means 'full of'.
- **less** means 'without'.

Objective 3
Word endings
Pupils should revise, consolidate and secure word endings, including vowel suffixes such as **ing**; consonant suffixes such as **ful**; modifying words ending in **y** or **e**; making choices between similar endings such as **cian**, **sion** and **tion**.

Focus: words ending in **y**

Whole-class approaches

- Sort words shown below and work out the rule for words ending in consonant + **y**.
- Fill in a word grid (like the first batch of words below), halting at the modified letters to generalise.
- Demonstrate the adding of suffixes, then give pupils a key word (e.g. *funny*) to work on in their notebooks.
- Investigate words ending in vowel + **y**.

Group tasks

- Pupils work in pairs to fill in or complete a prepared grid.
- Investigation – sorting words and generalising.
- Finding the obvious and less obvious suffixes which are added to verbs (see second batch below).

Extension activity

- Investigate whether the final letter changes in any other words ending in **y** when adding a suffix.

empty	emptier	emptiest	emptily	emptiness
happy	happier	happiest	happily	happiness
heavy	heavier	heaviest	heavily	heaviness
hungry	hungrier	hungriest	hungrily	
lazy	lazier	laziest	lazily	laziness
pretty	prettier	prettiest	prettily	prettiness
ready	readier	readiest	readily	readiness
trendy	trendier	trendiest	trendily	trendiness
windy	windier	windiest	windily	

ally	allying	allied	alliance
carry	carrying	carried	carriage
marry	marrying	married	marriage
modify	modifying	modified	modification
reply	replying	replied	reply
supply	supplying	supplied	supplier
try	trying	tried	trial
vary	varying	varied	variety

Notes

- To add a suffix to a consonant +**y** word, change the **y** to an **i** first. To add a suffix to a vowel +**y** word, just add the suffix.
- An important exception is adding **ing** – it would be very odd to have a word containing a double **i**, and difficult to say. (*Skiing* is an exception.)
- Only one other final consonant, **f**, changes when adding a suffix (though letters can double).

Objective 3
Word endings

Pupils should revise, consolidate and secure word endings, including vowel suffixes such as **ing**; consonant suffixes such as **ful**; modifying words ending in **y** or **e**; making choices between similar endings such as **cian**, **sion** and **tion**.

Focus: modifying words ending in **e**

Whole-class approaches

- Collect examples of words with suffixes, generalise about their effects on the base word if it ends in **e**. Use the patterns to generate additional examples that belong in those groups.
- Hold up a base word on a card and ask pupils to suggest and show suitable suffixes.
- Explore together the effect of adding vowel/consonant suffixes to words ending in **e**.

Group task

- Play 'Find the word', e.g. 'Which **ful** means "longing for something"?' (*hopeful*)

Some words as starting points for investigation					
article	force	hope	poke	shame	time
attainable	frame	life	possible	sure	tune
bike	free	like	programme	tackle	use
care	game	lone	rake	take	voyage
cycle	hassle	make	realise	tangible	wrestle
fake	home	nice	rule	terrorise	wrinkle

Notes

- If a word ends in **e**, avoid the double **e** by dropping one as necessary.
- Words ending in **e** usually drop the **e** when adding a vowel suffix, e.g. *take/ taking*.
- Words ending in **e** keep **e** when adding a consonant suffix, e.g. *hope/ hopeful*; *love/ lovely*.
- Pupils may need reminding that a modifying **e** is part of a vowel digraph which makes a long vowel sound on the preceding vowel.

Objective 3
Word endings

Pupils should revise, consolidate and secure word endings, including vowel suffixes such as **ing**; consonant suffixes such as **ful**; modifying words ending in **y** or **e**; making choices between similar endings such as **cian**, **sion** and **tion**.

Focus: **able** and **ible**

Whole-class approaches

- In Shared Reading and Writing, identify words with these suffixes and build class collections organised under common headings (see lists below).
- Investigation – identify the root words. What changes have been made to these roots before adding the suffix? What generalisations can be made about rules, e.g. 'What happens if the root word ends in **e**? Or in **y**? Why *touchable* but not *stopable*?'
- Write two lists for **able** and **ible** in response to the saying of words taken from the lists below.

Group task

- Find ways of learning exceptions to the claim that dropping **able** usually leaves a recognisable stem word.

ible	**able**
credible	adorable
edible	agreeable
forcible	breakable
horrible	disposable
indestructible	enjoyable
invincible	enviable
legible	identifiable
possible	manageable
responsible	miserable
reversible	probable
susceptible	reliable
tangible	respectable
terrible	valuable

Notes

- Final **e** deletion is common in the root word, e.g. *reversible*, *valuable*, unless it is retained to preserve a soft **g** or **c**, e.g. *manageable*, *noticeable*.
- **able** endings are more common than **ible** ones. There is no clear 'rule' but one way of distinguishing between these endings is that dropping **able** often leaves a generally recognisable word, e.g. *agreeable*; dropping **ible** often leaves a stem, e.g. *legible*. If one can say '*I am able to…*', then the suffix is more likely to be **able** than **ible**.

Objective 3
Word endings

Pupils should revise, consolidate and secure word endings, including vowel suffixes such as **ing**; consonant suffixes such as **ful**; modifying words ending in **y** or **e**; making choices between similar endings such as **cian**, **sion** and **tion**.

Focus: **ful** suffixes

Whole-class approaches

- Word search in text, or take suggestions. Work out the rule with pupils: **ll** in *full* becomes **l** when used as a suffix.
- Collect compound words of which one element is **ful**.

Group task

- Investigate what happens to words ending in **y** when the suffix **ful** is added.

Typical **ful** words					
boast	boastful	fear	fearful	play	playful
care	careful	hand	handful	scorn	scornful
colour	colourful	harm	harmful	shame	shameful
doubt	doubtful	hope	hopeful	thank	thankful
faith	faithful	mouth	mouthful	wake	wakeful

y words					
beauty	beautiful	fancy	fanciful	pity	pitiful
bounty	bountiful	mercy	merciful	plenty	plentiful

Notes

- Drop the **l** when adding **ful.**
- Change **y** to **i** when adding **ful** to words which end in consonant +y.
- Distinguish between 'a hand full of' and 'a handful of'. The first refers to the hand, the second refers to the quantity.
- **full**, **all** and **till** usually drop the second **l** when they are suffixes, e.g. *beautiful, typical, until.*

Objective 3
Word endings

Pupils should revise, consolidate and secure word endings, including vowel suffixes such as **ing**; consonant suffixes such as **ful**; modifying words ending in **y** or **e**; making choices between similar endings such as **cian**, **sion** and **tion**.

Focus: words ending with **cian**, **sion** and **tion**

Whole-class approaches

- Make class collections of 'shun' words. Categorise them according to word ending (see lists below).
- Develop and draw out patterns leading to general rules determining spelling pattern (see *Notes* below).
- Give a base word and ask pupils to write the correct 'shun' suffix, e.g. *educate, magic*. Alternatively, use a 'shun' fan for pupils to show in response.

Group tasks

- Word building – record roots and suffixes for 'shun' words on separate lists – pupils have to match roots and suffixes to complete words correctly.
- Sorting activities – sort cards into lists, depending on the preceding vowel, e.g. **ation**, **etion**, etc. Generalise and explain (see *Notes*).

cian	**sion**	**ssion**	**tion**	**other**
dietician	collision	discussion	attention	Asian
electrician	confusion	mission	diction	ocean
magician	corrosion	oppression	direction	Russian
musician	exclusion	passion	faction	Venetian
optician	explosion	percussion	fiction	
physician	extension	possession	fraction	
politician	infusion	profession	proportion	
	transfusion	session	reduction	
ation	**etion**	**ition**	**otion**	**ution**
demonstration	completion	competition	devotion	constitution
education	deletion	intuition	emotion	contribution
foundation	depletion	opposition	lotion	distribution
nation	secretion	petition	motion	institution
station		position	notion	pollution
translation		repetition	promotion	revolution

Notes

- **cian** – where words end in **c** they are usually related to people: common for occupations and identity.
- **tion** – the most common ending.
- **sion** – where the base word ends in **d**/**de** or **s**/**se** (e.g. *explode, confuse*).
- **ssion** – clear soft 'sh' sound.
- **ation** – long **a** is usually followed by **tion**.
- **otion**/**ution**/**etion** – the base word usually contains the vowel, clearly pronounced.
- **ution** words are usually longer than three syllables; **usion** words tend to be shorter.

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Objective 4
Prefixes

Pupils should revise, consolidate and secure prefixes, including antonym prefixes, e.g. **ir**, **un**.

Focus: antonym prefixes

Whole-class approaches

- Display a list of words beginning with these prefixes and teach their meanings directly (see *Notes*).
- Look out for words in shared texts which have any of these prefixes. Cover or delete these words and ask pupils to work out the relevant prefix.
- Teacher provides the root word and pupils write down a suitable prefix.

Group tasks

- Pupils scan real texts, e.g. adverts, newspapers and highlight words with these prefixes.
- In pairs, pupils select and test each other on the spelling and meaning of words listed.
- Produce a 'new' list of words to promote an imaginary product, e.g. *anti-burglar, anti-frizz*! Create an advertisement for a product.
- Investigate the use and meanings of **dis** and **de**.

Extension activity

- Produce a set of insults for use in a drama activity in which pupils bandy insults in a row, choosing words from the lists below. Compare them with the insults that Shakespearean characters throw at each other, e.g. Capulets and Montagues in the first act of *Romeo and Juliet*.

in	**im**	**ir**	**il**	**mis**	**non**	**un**	**anti**
inaccurate	immature	irrational	illegal	misbehave	non-drip	unfortunate	antibiotic
inactive	immobile	irregular	illegible	miscalculate	non-fiction	unfounded	antibody
inattentive	impatient	irresistible	illiterate	miscount	nonsense	unhelpful	anticlimax
incapable	impolite	irresponsible		misdeal	non-smoker	unlikely	anticline
inconvenient	impossible			misfire	non-starter	unrealistic	anticlockwise
incredible	impractical			misfortune	non-stick	unreasonable	anticyclone
indecent	improbable			mishear	non-stop		antifreeze
	improper			misinform	non-violent		antihero
				misplace			antiseptic
				misread			
				mistake			

Notes

- **mis** means 'wrong', 'false'; **non** means 'not', 'opposite of'; **anti** means 'against'; **ir** means 'not'; **il** means 'not'; **im** means 'not'; **in** means 'not'; **un** means 'not' or 'opposite of'.
- New hyphenated words are appearing all the time, especially in advertising.
- Note that double letters are often created when the prefix is added to a word beginning with the letter which ends the prefix.
- Remember the '**ante**' prefix in words like *antedeluvian* or *anteroom*.
- **Im** precedes words starting with **p** as well as words starting with **m**.

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Objective 4
Prefixes
Pupils should revise, consolidate and secure prefixes, including antonym prefixes, e.g. **ir**, **un**.

Focus: common prefixes

Whole-class approaches

- Ask for two examples for every prefix.
- Match up lists of 'prefixes' and 'meanings' taken from the table below.
- Write down ten words from the list of root words below, and ask pupils to make up new words by adding different prefixes. Do they sound correct? Which words are more likely to be correct? How do we know? How can we check?

Group tasks

- Match prefixes with meanings. Invite pupils to match them up by working out their meanings from known words.
- Play the 'un' game: pupils tell a prefix story in pairs. The first person starts with a sentence beginning with an 'un' word (e.g. '*Unfortunately, the dragon's eye was open.*') The partner responds by removing the prefix (e.g. '*Fortunately the Princess was invisible at the time.*'), etc.

Extension activity

- Thesaurus work
  - look up *beautiful* – list synonyms and experiment with adding prefixes;
  - make a list of 'bad behaviour' words and present at plenary – *unhelpful, antisocial, misbehaviour.*

Prefixes and meanings				**Roots to work with**	
anti	against	**inter**	between	act	make
bi	two	**mis**	wrong	awaken	marine
contra	against	**non**	not	clean	place
de	undo	**pre**	before	dead	sleep
in	not	**sub**	under	face	visit
pro	ahead	**sus**	under	grow	write
re	again	**un**	not	live	
ex	out of				

Notes

- Remembering prefixes and their meanings helps both spelling and vocabulary.
- **sus** – a version of **sub** meaning 'under'.

Objective 4
Prefixes
Pupils should revise, consolidate and secure prefixes, including antonym prefixes, e.g. **ir**, **un**.

Focus: **a** prefixes

Whole-class approaches

- Display lists of words (see table below), and teach the meanings of the prefixes, thus teasing out the meanings of the words.
- List prefixes and roots and ask pupils to join up and define words which use both.

Group task

- Ask groups to devise a 100-word story including at least ten words with **a** prefixes. Suitable titles include *Sea-Saga*, *Battle* or *Summer Garden*.

Extension activities

- Ask pupils to look for older poetry which may use words like *abloom*, *aglitter*.
- Skim through a dictionary, looking for new words to add to the lists below – these must hold to the meaning of the prefix.

ad	**al**	**a**		**ab**
addition	almighty	aboard	abide	abandon
adjacent	almost	afield	ablaze	abdicate
adjective	alone	aground	abloom	abduct
adjoin	already	alert	afloat	aberrant
adjust	alright	aloft	aglitter	abjure
admire	also	amoral	alive	abscond
advance	although	apart	another	abseil
advent	altogether	astride	around	absolve
adverb	always	awake	asleep	
advise		away	atonal	

Notes

- **ad** means 'towards' – just add; **al** means 'all' + base word – drop one of the **l**s; **a** means 'in a state of' (many words in the **a** list above have a sense of 'on' or 'in') – but it can also reverse the meaning as in **amoral** or **atonal**; **ab** means 'away from'.
- Teach words within words, e.g. ***an*** + *other* = *another*.

Objective 4
Prefixes

Pupils should revise, consolidate and secure prefixes, including antonym prefixes, e.g. **ir**, **un**.

Focus: classical prefixes

Whole-class approaches

- Write up the prefixes, divide the class into groups, each with a particular prefix, and ask pupils to write down as many words as they can, in two minutes, for their prefix. Ask pupils to work out the meaning of the prefix, and teach if unknown.
- Play Speedy Dictionaries – pairs race against a 30-second deadline to locate word and origin of a prefix in the dictionary.

Group tasks

- Collect words with similar prefixes – who can list the most?
- Play sorting games – for language of origin, for same prefix, scientific words, words linked to movement, etc.
- Search dictionary for new phrases like 'automatic focus', 'automatic door'.
- Search science, maths and geography textbooks for examples of words in context.
- Do *Yellow Pages* wordsearch for companies which use prefixed words as a company name, e.g. AutoGlaze. Try travel and transport companies, etc.
- Make links with other languages: words for motorways = *autoroute* (French); *autobahn* (German); *autopista* (Spanish); *autoput* (Serbo-Croat).

auto	**circum**	**bi**	**tele**	**trans**	**micro**
autobiography	circle	biceps	telegenic	transatlantic	microcosm
autodidact	circular	bicycle	telegraph	transfer	microfilm
autograph	circulate	bifocals	telepathy	translate	micrometer
automatic	circumference	bilingual	telephone	transmit	microphone
automaton	circumnavigate	biped	telephoto	transparent	microscopic
automobile	circumstance	biplane	telescope	transplant	micro-skirt
autopsy	circumvent	bisect	television	transport	
	circus				

aqua	**aero**	**audi**	**re**	**prim**	**super**
aquaplane	aerodrome	audible	reconsider	primary	superman
aquarium	aerodynamics	audience	repeat	primate	supernatural
Aquarius	aeronaut	audition	replay	prime	supernova
aquatic	aeroplane	auditorium	reply	primrose	superpower
					supersede

Notes

- **auto** means 'self'; **circum** means 'round', 'about'; **bi** means 'two' or 'twice'; **tele** means 'distant'; **trans** means 'across'; **super** means 'greater'; **micro** means 'small'; **aqua** means 'water'; **aero** means 'air'; **audi** means 'hear'; **re** means 'again', and **prim** means 'first'.
- Use multicultural opportunities, drawing on the range of languages in the classroom.

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Objective 5
High-frequency words

Pupils should revise, consolidate and secure the spellings of high-frequency words, including common homophones.

Focus: common letter clusters

Whole-class approaches

- Make class lists of words that contain common letter strings but are pronounced differently. Make connections to words that follow the same pattern (e.g. *near* and *hear*; *bear* and *wear*).
- Identify overlaps (e.g. *clear* and *pier*) and discuss and generate strategies for avoiding confusion (e.g. '*I measured the height and weight of eight people*')
- Use **look/say/cover/write/check** as a class activity for problem words.

Group tasks

- Use crossword dictionaries and other resources to create lists of words with common letter strings but different pronunciations. Try **ough**, **ight**.
- Investigation– identify patterns:
  - Which pronunciation is the most common?
  - Which pronunciation is the least common?
  - Do pronunciations follow any patterns? (Try looking at position in word, letters preceding and letters following.)
- Identify mnemonics and other tricks to avoid potential confusions, e.g. *tough* and *stuff*.

our	**ough**	**ear**	**ight**	**ice**	**aus**
armour	cough	bear	bright	Alice	Australia
flour	drought	dear	eight	apprentice	Austria
hour	enough	dreary	fight	dice	because
journey	plough	earn	freight	mice	cause
mourn	rough	fear	height	nice	clause
ourselves	slough	gear	light	notice	claustrophobia
pour	thorough	hear	might	police	pause
sour	though	hearth	night	practice	sausage
tour	thought	learn	right	rice	
your	through	wear	sight	spice	
	tough	weary	tight	twice	
	trough		weight		
	wrought				

Notes

- Note that accent and dialect have an effect on how words are pronounced in a locality.
- A feature of our sound-spelling system is that the same letter string can often be used to code more than one phoneme. In some cases the number of words involved is so small that they can be learned almost as isolates, e.g. there are only five words that end in **eight**. The most common sound is shared by *eight*, *weight* and *freight*; the other two words are *height* and *sleight*. Even the groups which are more numerous are within reasonable limits. For example, the group showing the greatest range of pronunciation in the table above is **ough**. Investigation will show that the number of common words that follow some of those models is quite small, e.g.
  - *through*, *lough* and *drought*– one case of each;
  - *trough* – two cases (*trough*, *cough*);
  - *plough* – three cases (*bough*, *plough*, *Slough*).

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Objective 5
High-frequency words

Pupils should revise, consolidate and secure the spellings of high-frequency words, including common homophones.

Focus: homophones

Whole-class approaches

- Teach words and meanings directly, and display.
- Delete homophones in shared texts and ask pupils to work out which one fits.
- Pupils write the correct spelling in response to a sentence in which the meaning is clear.

Group tasks

- Invent mnemonics and ways of working out the correct choice.
- Collect homonyms (same spelling, different meanings, e.g. *bear*).
- Research history of words to explain the origin of some homophones.

by	buy	bye	sew	so	sow
cent	scent	sent	their	they're	there
rein	rain	reign	too	two	to
rode	road	rowed	you	yew	ewe

aloud	allowed	him	hymn	peace	piece
are	our	hole	whole	place	plaice
beach	beech	hour	our	plane	plain
bean	been	in	inn	read	reed
blue	blew	key	quay	right	write
board	bored	knight	night	scene	seen
break	brake	knot	not	see	sea
cell	sell	know	no	stair	stare
cereal	serial	leak	leek	steel	steal
dear	deer	made	maid	sum	some
fate	fete	main	mane	sun	son
flour	flower	meet	meat	tail	tale
grate	great	might	mite	through	threw
hair	hare	morning	mourning	vain	vein
herd	heard	new	knew	waist	waste
here	hear	pane	pain	week	weak

Notes

- Many homophone choices are best taught as a grammatical issue, e.g. *there/ their* or through a focus on meaning, e.g. *here/ there/ where* are all related to place.
- Note that analogy with family groups can be helpful, e.g. *ear, hear, heard; here, where, there.*
- Pronunciation varies: *are/ our* are homophones in some areas, but not in others.

Objective 5
High-frequency words

Pupils should revise, consolidate and secure the spellings of high-frequency words, including common homophones.

Focus: common roots

Whole-class approaches

- Provide and explain a root, then collect examples.
- Provide a list of words using the same root, and ask pupils to deduce the meaning.
- In Shared Reading and Writing, identify words built around common roots.
- Create word webs showing words related to a common root.

Group tasks

- Use dictionaries and other word lists to create collections of words with common roots. (A rhyming dictionary will help to uncover words where the common root is at the end.)
- Use an etymological dictionary to create charts showing word links and origins.

Words derived from other languages

from *graphein* – write	**from *annus* – year**	**from *dictare* – to say**
graph	annual	dictator
photograph	anniversary	dictionary
from *mikro* – small	**from *manus* – hand**	**from *mort* – dead**
microscope	manual	mortgage
microlight	manuscript	mortuary
from *octo* – eight	**from *aqua* – water**	**from *roi* – king**
octagon	aquarium	royal
octopus	aqueduct	royalty
from *skopein* – to see	**from *unus* – one**	**from *presse* – press**
telescope	unit	express
microscope	union	pressure
from *ge* – earth	**from *insula* – island**	**from *voix* – voice**
geology	insulation	voice
geography	peninsula	vocal
from *naus* – ship	**from *specere* – to look**	**from *bloc* – block**
nausea	spectator	blockage
nautical	spectrum	blockade

Note

- Many roots are derived from languages other than English, particularly Greek, Latin and French. Investigation of these roots can make plain commonalities in spelling which phonology sometimes obscures (e.g. the link between *reign* and *sovereign*).

Objective 5
High-frequency words
Pupils should revise, consolidate and secure the spellings of high-frequency words, including common homophones.

Focus: word families and spelling patterns

Whole-class approaches

- Using the chart below, provide some examples of word families and derivations on the board or flipchart. Provide further examples of word roots and ask pupils to think of words that are derivations. Record these next to the root words, explaining that many words in the English language are derived from other words and this can provide a clue to their spelling.
- Explain that many word roots and derivations are drawn from Latin and Greek, and provide examples. With guidance, pupils can investigate the reasons why these two languages have had such an influence on the English language.
- Create class word webs.

Group tasks

- Provide each group with lists of roots and associated words. Ask pupils to list the words in their relevant families or groups.
- Pupils can develop their own card games, e.g. *Beat Your Neighbour* for groups of four. Twenty word roots and forty derivations (two per word root) are put on to cards. Each pupil starts with five word roots. The forty cards of derivations are placed face-down in the middle of the table and pupils take it in turns to select a word. Unwanted words are placed at the bottom of the pile. The first pupil to collect three sets of word roots and their derivations, and spell all the words in the sets (from memory) wins the game.

act	actor	action	activity	react	reaction
child	children	childhood	childlike	childish	childless
electric	electrical	electricity	electrician	electronic	electrocute
sign	signatory	signature	signal	resign	resignation
take	mistake	mistaken	overtaken	overtaking	partaking

assist	assistant	assistance	**machine**	machinery	machinist
balance	imbalance	unbalanced	**medic**	medical	medication
bore	boring	boredom	**obey**	disobey	disobedient
call	recall	calling	**operate**	cooperate	cooperation
claim	reclaim	reclamation	**pack**	packet	package
cover	discover	discovery	**pain**	painkiller	painstaking
examine	examination	examiner	**pass**	passage	passenger
give	given	forgiveness	**press**	impress	depression
govern	governor	government	**prison**	imprisoned	imprisonment
hand	handler	handicraft	**prove**	approval	disapprove
hero	heroic	heroism	**public**	publication	publicity
joy	joyful	enjoyment	**relate**	relative	relation
light	lightning	delighted	**shake**	shakily	shaken

Note

- Encourage use of etymological dictionaries and thesauruses to support pupils in finding/spelling derivations of words and their origins.

Objective 5
High-frequency words

Pupils should revise, consolidate and secure the spellings of high-frequency words, including common homophones.

Focus: high-frequency words

Whole-class approaches

- Play What Follows? on the board, OHP or flipchart. Start with the first letter of a high-frequency word that pupils find difficult, and ask them to guess which letter follows. If they suggest a continuation which is possible, but not the one required, ask for examples which prove that it is a possible letter combination. If they can provide the examples, write them up and carry on. Eventually it will become obvious which letter(s) must follow. The 'teacher' scores points each time a non-viable letter sequence is suggested.
- Give individual target words to pupils, and test them by saying '*Write down your first/ second/ third target word.*' Construct success for all.
- Identify the high-frequency words most often spelled incorrectly by members of the class. Together, work out ways of remembering them. Include words which do not feature elsewhere in the Spelling Bank.

Group tasks

- Establish 'spelling partners': pairs of pupils who help each other to learn their target words, using the **look/say/cover/write/check** routine, mnemonics and mutual testing.
- Make posters of high-frequency words which include complex letter clusters/'tricky trigraphs'.

Note

- See Appendix 1: Spelling list.

Objective 6
Apostrophes
Pupils should revise, consolidate and secure the use of the apostrophe, including: omissions; the possessive apostrophe; apostrophising plurals, e.g. *ladies' coats*, and words ending in *s*; the exception of possessive pronouns.

Focus: apostrophes for omission

Whole-class approaches

- Display or write newspaper headlines which feature contraction apostrophes. Highlight the apostrophes. Review and, if necessary, teach the use of the apostrophe for omission. Invite pupils to try placing apostrophes in words already contracted, but with the apostrophe removed. Emphasise that the apostrophe represents missing letters and not the joining of the two words.
- List the full forms. Invite the pupils to contract. Also try this vice versa – offer the contraction and invite pupils to expand.
- Generalise about the type of words that attract contractions (verbs and pronouns) from a list.

Group tasks

- Check own written work.
- Contrast written forms where apostrophised forms are used or not.
- Discuss why a writer might choose an apostrophised form rather than the full form.

Pronouns				Other contractions	
I'm	I'll	I've	I'd	aren't	ma'am
You're	You'll	You've	You'd	can't	o'clock
He's	He'll	He's	He'd	couldn't	shan't
She's	She'll	She's	She'd	doesn't	'tis
We're	We'll	We've	We'd	don't	weren't
They're	They'll	They've	They'd	hadn't	won't
				haven't	

Notes

- The contractions in this list are drawn from high-frequency word lists.
- Apostrophes are usually used where two words have been joined and some letters missed out so that a contraction is formed.
- Note the homophone issue (*its/ it's, there's/ theirs*).
- Contractions occur more frequently in informal language and in dialogue.
- *Won't* and *shan't* are unusual because the base words have been modified.

Objective 6
Apostrophes
Pupils should revise, consolidate and secure the use of the apostrophe, including: omissions; the possessive apostrophe; apostrophising plurals, e.g. *ladies' coats*, and words ending in **s**; the exception of possessive pronouns.

Focus: possessive pronouns

Whole-class approaches

- Explain the term 'pronoun'. Write on the board or flipchart an incomplete list of possessive pronouns. Ask pupils to complete the pattern then discuss what the pronouns have in common, e.g. they tell us who things belong to; they don't use people's names; they represent people's names. Identify the function of the words.
- In Shared Reading and Writing, invite pupils to substitute pronouns for nouns, and to notice when writers have done so.
- If possible, find a text with examples of *its* and *it's*. Discuss the difference. Try deleting or covering examples and ask pupils to work out the correct version.
- Work out ways of distinguishing the two, e.g. If you can substitute *it is*, then the correct form is *it's*. Another way might be to think of the apostrophe in *it's* as the top of the missing letter ***i***.
- Use 'show me' response cards during a starter activity. Ask pupils to choose between *it's* and *its* in sample sentences which are read or said.

Group tasks

- Investigate the pattern by which the words in column 2 of the table below are followed by nouns, whereas those in column 3 stand alone.
- Pronoun hunt – where in sentences do pronouns tend to occur? How do they work in relation to the named person?
- Create lines or poems based on possessive pronouns, e.g. '*your loss, my lucky find*'.
- Use cloze passages to distinguish between *its* and *it's*.

Extension activities

- Research older forms of pronouns, e.g. *thee/ thine*.
- Research pronouns in other languages, e.g. *ta/ ton; mein/ meine*.

1	2	3
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	its
we	our	ours
they	their	theirs

Note

- *It's* = it is; *its* = belonging to it.

Objective 6
Apostrophes
Pupils should revise, consolidate and secure the use of the apostrophe, including: omissions; the possessive apostrophe; apostrophising plurals, e.g. *ladies' coats*, and words ending in **s**; the exception of possessive pronouns.

Focus: apostrophes for possession (singular and plural)

Whole-class approaches

- Draw attention to the uses of apostrophes during Shared Reading and Writing.
- Use response cards: give each pupil a pair of cards with wording such as

one person	more than one person

Pupils display a card in response to an example spoken or shown by the teacher.

Notes

- The general rule is that to form the possessive (genitive) singular we add an apostrophe +s, whilst to form the possessive plural of a plural word ending in **s** we add only an apostrophe. If the plural does not end in an **s** (e.g. *women, people*) we add an apostrophe +s (e.g. *women's rights, the people's opinions*).
- Where the possessive apostrophe is needed, it is usually possible to paraphrase with *'of'* or 'belonging to' as in:
  - *John's skateboard* (the skateboard belonging to John).

  However, other paraphrases are possible, as in:
  - *the judge's sentence* – the sentence passed by the judge;
  - *two hours' flight* – flight lasting two hours.
- Where ownership is involved, a writer simply needs to think who (or what) something belongs to, and put the apostrophe after the owner. This avoids the singular/plural issues.
- Conventions relating to the use of the apostrophe are changing as they have done since its introduction from French in the 16th Century. The traditional rule for the singular of words ending in **s** is to add apostrophe +s, as in Dickens's or Jones's. Modern usage allows the use of an apostrophe only, particularly for words with another 's' in them (e.g. *Jesus' teaching*) to avoid spluttering. ICT conventions are exerting a pressure for simplification through omission.

Objective 7
Key words

Pupils should revise, consolidate and secure the spellings of key words in each subject.

Focus: subject-specific key words

Whole-class approaches

- Focus on spellings which pupils find difficult. Invent ways to remember those spellings.
- Provide regular spelling slots which feature key words from particular subjects taken from Appendix 2.
- Teach spellings in families, e.g. *chemical, chemistry, chemist.*
- Demonstrate how new words can be developed from ones already known, e.g. *industry – industrial – industrialisation.*
- Beat out the syllables, writing out each beat as you say it, e.g. *con-tin-ent.*
- Highlight the trickiest parts of words. Over-write them.
- Link new words with words or patterns already known.
- Use the **look/say/cover/write/check** routine rapidly with the whole class – set this as a challenge. For example:
  - write the word to be learned so everyone can see it;
  - all say the word and repeat it in an exaggerated way;
  - pupils copy the word down, naming each letter as they write to help remember;
  - pupils keep saying the word several times to help memory (they should double check they have written it down correctly);
  - cover the word so no one can see it;
  - pupils write the word from memory;
  - repeat this three times;
  - discuss any problems and repeat steps;
  - after the whole-class activity, partners can help each other.
- Create a class poster/map, in which each country is a different subject. Fill each country with that subject's key words.

Individual tasks

- Use a spelling log.
- Maintain subject or school glossary.
- Make a note of '*Words I need to learn and how I can remember them*'.
- Use new vocabulary, checking spelling, in own work.
- Look for spelling patterns and rules.
- Remember spellings by altering the pronunciation to make the word memorable, e.g. *laboratory – lab-or-a-tory.*
- Use any conventions or rules that apply.
- Find words within words, e.g. *reign – foreign, sovereign.*
- Change the sound of the word by exaggeration, e.g. *rasp-berry.*
- Say letter names to a rhythmic beat, like a chant, e.g. *u-n-i-o-n.*
- Invent mnemonics, e.g. **G**et **R**ich **A**nd **P**lay **H**ard (**graph**).
- Trace the letters with a finger as you say the word.
- Learn the derivation of the word, e.g. *television, telephone, teleport,* etc.
- Use the **look/say/cover/write/check** routine in pairs, testing each other as spelling partners.

Note

- See Appendix 2: Subject spelling lists.

Objective 8
Personal spelling development

To continue learning, constructing and checking spellings, pupils should be able to recognise and record personal errors, corrections, investigations, conventions, exceptions and new vocabulary.

Focus: spelling records

Whole-class approaches

- Give spelling logs a high profile in lessons through continual reference.
- Display and draw attention to the outcomes of spelling investigations.
- Discover and discuss which words cause the most problems for the most pupils. Decide on the top ten spelling challenges facing a particular class and develop mnemonics to secure correct spellings.
- Encourage proofreading, using OHT examples – anonymously if necessary.

Group tasks

- Pupils should have their own spelling journals to keep records of:
  - target words;
  - the outcomes of investigations;
  - rules and conventions;
  - reminders and mnemonics;
  - lists of helpful words;
  - key words that they continually find difficult (making a note of '*How I will remember this word*');
  - words they need, or wish, to learn;
  - common prefixes and suffixes;
  - endings that are determined grammatically, such as **ed** for past tense;
  - categories of words with the same pattern, e.g. prefix, suffix, difficult subject/words, etc;
  - helpful learning strategies;
  - ways to remember words;
  - ways to spell when they are unsure;
  - other vocabulary work.

Notes

- It is important that pupils use their journals as reference books as they write, to help them spell accurately in all their subjects, not just in English.
- Spelling logs can be useful in identifying key problems and making them manageable. Generalised exhortations such as '*Take more care with your spelling*', are of little help to pupils. It is far better to have specific individual targets drawn from the diagnostic analysis of errors.
- Having a positive self-image as a speller is important: spelling logs can demonstrate progress over time and give pupils the motivation to keep improving through strategies they can see have made a difference.

Objective 9
Phonemes and syllables

To continue learning, constructing and checking spellings, pupils should be able to sound out words phonemically and by syllables.

Focus: phonemes and syllables

Whole-class approaches

- Confirm that pupils can recognise phonemes, as distinct from syllables, and that they know that phonemes are the smallest unit of sound in a word. Have fun identifying the phonemes in words from the high-frequency lists, e.g. *d-i-a-r-y*.
- Explore syllabification. Pupils need to know that each beat in a word is a syllable and be able to distinguish syllables, e.g. *re-mem-ber*. This can be checked on by using response (or 'show me') cards labelled with numbers 1, 2, 3, 4, 5. The teacher says a word and pupils hold up a card to match the number of syllables.
- Clap out the syllables in words from particular subjects, e.g. musical instruments.

Group tasks

- Holding pair conversations in syllable-speak or phoneme-speak.
- Sorting words depending on the number of phonemes or syllables.
- Writing poems in which the first line of each verse has one syllable, the second line two syllables, etc.

Notes

- There are approximately 44 phonemes in English, but only 26 letters – hence many of the challenges of spelling.
- Clarify the distinction between **digraphs** (two letters make one sound, e.g. *sh, th*) and **blends** (two letters make two sounds). The latter require clear segmentation in sounding out.
- The Literacy Progress Unit on Phonics includes a number of games and activities which help pupils to recognise and spell phonemes.

Objective 10
Analogy

To continue learning, constructing and checking spellings, pupils should be able to draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns.

Focus: using analogy, word groupings and spelling patterns

Whole-class approaches

- Feature all of the strategies listed below as starter activities, choosing words appropriate to the text(s) or the topic of the time:
  - identifying phonemes (e.g. *d-i-a-r-y*);
  - syllabification (e.g. *re-mem-ber*);
  - breaking a word into affixes (e.g. *dis+satisfy*);
  - linking with word families (e.g. *muscle/ muscular*);
  - looking for words within words (e.g. *favOURite*);
  - referring to etymology (*bi+cycle = 2+wheels*);
  - using analogy (*bright, right*, etc.);
  - creating word webs (e.g. *tele/ phone*);
  - creating class word banks;
  - playing *What follows?* on the board or flipchart.

Group tasks

- Create and complete word searches.
- Collect words with particular features and make posters with those words presented in a way that makes them memorable (e.g. ca'ligram posters).
- Play word games such as Scrabble, Snap, etc.
- Keep a personal spelling log.
- Work with a spelling partner.
- Carry out spelling investigations.

Note

- See Appendix 3: Sample spelling investigations.

Objective 11
Strategies for learning spellings

To continue learning, constructing and checking spellings, pupils should be able to identify words which pose a particular challenge and learn them by using mnemonics, multi-sensory re-inforcement and memorising critical features.

Focus: using visual strategies to improve spelling

Whole-class approaches

- Teach pupils how to look for the potential difficulties in words by highlighting on enlarged text, e.g. *definite*, *a**cc**omm**o**dation*, *ne**ce**ss**a**ry*.
- Spot words within words, e.g. *our* and *favour* in *favourite*.
- Play What follows?: write the first letter(s) of a word on the board, with dashes for the remaining letters. Pupils guess what follows, losing a point if they suggest a letter sequence not used in English. They do not lose a point if the suggested letter could have been used, and they prove this by writing up a word containing the suggested letter sequence. The alleged aim of the game is for the person at the board (not necessarily the teacher) to score ten points, or for the class to complete the word. The real aim of the game is to develop awareness of letter patterns.
- Collect and discuss words with 'silent' letters and suggest mnemonics.
- Try whole-class **look/say/cover/write/check**.

Group tasks

- Establish spelling partners. Each pupil then reads his/her partner's writing and lists words that need learning. The partner decides if any might be learnt more easily by looking, rather than listening (see below), and finds other words which are linked visually with their partner's original words.
- Investigate 'silent' letters: different groups collect examples of 'silent' letters and research/speculate how these particular spellings have developed.
- Collect homonyms which, although identical in spelling, are different in pronunciation and in meaning, e.g. *minute*.

Beautiful	fiend	parliament
Benefited	hymn	psyche
Chaos	jealous	psychiatrist
Character	jewellery	psychologist
Chemistry	knight	rhyme
Conscience	liaison	rhythm
Cupboard	library	separate
Description	medicine	siege
Environment	miniature	Wednesday
February	mnemonics	

Objective 12
Using a dictionary

To continue learning, constructing and checking spellings, pupils should be able to use the quartiles of a dictionary and find words beyond the initial letter.

Focus: using a dictionary effectively

Whole-class approaches

- Have a range of dictionaries in the classroom and use different ones for different reasons, e.g. etymological for word origins, rhyming dictionary.
- Tell the story of Samuel Johnson's *Dictionary of the English Language* and of the *Oxford English Dictionary* (O.E.D.), and share definitions from both.
- Have class 'word finder' contests to see who is the fastest to find particular words. Stress the use of quartiles, and of second and third place letters.
- Demonstrate the use and value of a thesaurus.
- Be seen to use a dictionary when appropriate.

Group tasks

- Create individual/group dictionaries of words from each subject.
- Have group 'wordfinder' contests.
- Investigate the qualities of different dictionaries and produce a group report for display.

Notes

- The recent novel *The Surgeon of Crowthorne* by Simon Winchester* provides fascinating insights into the creation of the O.E.D.
- Dr Johnson's dictionary is now available on CD-ROM.

* Reference: S. Winchester – *The Surgeon of Crowthorne*. Penguin, 1998.

Objective 13
Spellcheckers

To continue learning, constructing and checking spellings, pupils should be able to make effective use of a spellchecker, recognising where it might not be sufficient or appropriate.

Focus: using a spellchecker

Whole-class approaches

- Remind pupils that using spellcheckers can be valuable, but is not always possible, e.g. in examinations, or for homophone errors.
- Celebrate the work of individual pupils whose work has benefited from the use of a spellchecker.
- If there is an interactive whiteboard available, demonstrate the use of a spellchecker.
- Draw attention to a spellchecker's American tendencies if appropriate.

Group tasks

- Collaborative writing creates an ideal situation for using a spellchecker effectively. Pupils keep a note of words they need to check on, and learn them by choosing and using an appropriate strategy.
- Input personal spelling lists into hand-held spellcheckers so that they are featured in the games.

Appendix 1: Spelling list

The following list of spellings was compiled by a number of secondary schools which all identified the following words as commonly misspelled among this age group.

The list is not intended for blanket teaching, because most pupils will know how to spell most of the words, but it is recommended that early in Year 7 pupils should be helped to learn those spellings about which they are uncertain.

accommodation	evidence	possession
actually	explanation	potential
alcohol	February	preparation
although	fierce	prioritise
analyse/analysis	forty	process
argument	fulfil	proportion
assessment	furthermore	proposition
atmosphere	guard	questionnaire
audible	happened	queue
audience	health	reaction
autumn	height	receive
beautiful	imaginary	reference
beginning	improvise	relief
believe	industrial	remember
beneath	interesting	research
buried	interrupt	resources
business	issue	safety
caught	jealous	Saturday
chocolate	knowledge	secondary
climb	listening	separate
column	lonely	sequence
concentration	lovely	shoulder
conclusion	marriage	sincerely
conscience	material	skilful
conscious	meanwhile	soldier
consequence	miscellaneous	stomach
continuous	mischief	straight
creation	modern	strategy
daughter	moreover	strength
decide/decision	murmur	success
definite	necessary	surely
design	nervous	surprise
development	original	survey
diamond	outrageous	technique
diary	parallel	technology
disappear	participation	texture
disappoint	pattern	tomorrow
embarrass	peaceful	unfortunately
energy	people	Wednesday
engagement	performance	weight
enquire	permanent	weird
environment	persuade/persuasion	women
evaluation	physical	

Common homophones and confusions

a lot/allot	choose/chose	quiet/quite
advise/advice	cloth/clothe	sites/sights
affect/effect	conscience/conscious	source/sauce
allowed/aloud	course/coarse	threw/through
bought/brought	our/are	to/too/two
braking/breaking	practise/practice	

Appendix 2: Subject spelling lists

These lists of subject spellings were compiled by a number of secondary school departments. They identified the words listed below as being words that were often needed and often spelled incorrectly. Schools may use these suggestions as the basis for local lists suitable for their own topics and needs.

The list is not intended for blanket teaching, because all pupils will know how to spell some of the words. However, it is recommended that pupils should be helped to learn those spellings about which they are uncertain.

Art

abstract	easel	landscape
acrylic	exhibition	palette
charcoal	foreground	pastel
collage	frieze	perspective
collection	gallery	portrait
colour	highlight	sketch
crosshatch	illusion	spectrum
dimension	impasto	
display	kiln	

D and T

aesthetic	hygiene	presentation
brief	ingredient	production
carbohydrate	innovation	protein
component	knife/knives	recipe
design	linen	sew
diet	machine	specification
disassemble	manufacture	technology
evaluation	mineral	tension
fabric	natural	textile
fibre	nutrition	vitamin
flour	polyester	
flowchart	portfolio	

Drama

applause	freeze	rehearse/rehearsal
character/characteristics	improvise	role
costume	inspire	scene/scenario
curtain	lighting	script
director	movement	share
dramatise	perform/performance	spotlight
entrance	playwright	stage
exit	position	theatre/theatrical

English

advertise/advertisement	figurative	preposition
alliteration	genre	resolution
apostrophe	grammar	rhyme
atmosphere	imagery	scene
chorus	metaphor	simile
clause	myth	soliloquy
cliché	narrative/narrator	subordinate
comma	onomatopoeia	suffix
comparison	pamphlet	synonym
conjunction	paragraph	tabloid
consonant	personification	vocabulary
dialogue	playwright	vowel
exclamation	plural	
expression	prefix	

Geography

abroad	function	poverty
amenity	globe	provision
atlas	habitat	region/regional
authority	infrastructure	rural
climate	international	settlement
contour	landscape	situation
country	latitude	tourist/tourism
county	location	transport/transportation
desert	longitude	urban
employment	nation/national	wealth
erosion	physical	weather
estuary	pollution	

History

agriculture/agricultural	defence	politics/political
bias	disease	priest
castle	document	propaganda
cathedral	dynasty	Protestant
Catholic	economy/economical	rebel/rebellion
chronology/chronological	emigration	reign
citizen	government	religious
civilisation	immigrant	republic
colony/colonisation	imperial/imperialism	revolt/revolution
conflict	independence	siege
constitution/constitutional	invasion	source
contradict/contradiction	motive	trade
current	parliament	traitor

ICT

binary	hardware	network
byte	icon	output
cable	input	password
cartridge	interactive	preview
CD-ROM	interface	processor
computer	internet	program
connect/connection	justify	scanner
cursor	keyboard	sensor
data/database	megabyte	server
delete	memory	software
disk	modem	spreadsheet
document	module	virus
electronic	monitor	
graphic	multimedia	

Library

alphabet/alphabetical	encyclopaedia	novel
anthology	extract	photocopy
article	fantasy	publisher
author	genre	relevant/relevance
catalogue	glossary	romance
classification	index	section
content	irrelevant/irrelevance	series
copyright	librarian	system
dictionary	magazine	thesaurus
editor	non-fiction	

Mathematics

addition	equation	quadrilateral
adjacent	fraction	questionnaire
alternate	graph	radius
angle	guess	ratio
amount	horizontal	recurring
approximately	isosceles	reflect/reflection
average	kilogram	regular/irregular
axis/axes	kilometre	rhombus
calculate	litre	rotate/rotation
centimetre	measure	square
circumference	metre	subtraction
corresponding	minus	symmetry/ symmetrical
co-ordinate	multiply/ multiplication	tonne
decimal	negative	triangle/triangular
degree	numerator	vertex/vertices
denominator	parallel/parallelogram	vertical
diameter	percentage	volume
digit	perimeter	weight
divide/division	perpendicular	
equilateral	positive	
estimate		

Music

choir	melody	scale
chord	minim	score
chromatic	minor	semibreve
composition/conductor	musician	synchronise
crotchet	octave	syncopation
dynamics	orchestra/orchestral	tempo
harmony	ostinato	ternary
instrument/instrumental	percussion	timbre
interval	pitch	triad
lyric	quaver	vocal
major	rhythm	

PE

active/activity	injury	qualify
agile/agility	league	relay
athletic/athlete	medicine	squad
bicep	mobile/mobility	tactic
exercise	muscle	tournament
field	personal	triceps
gym/gymnastic	pitch	
hamstring	quadriceps	

PSHE

able/ability	effort	racism/racist
achieve/achievement	emotion/emotional	reality
addict/addiction	encourage/ encouragement	relationship
approve/approval	gender	represent/ representative
communication	generous/generosity	reward
control	involve/involvement	sanction
dependent/dependency	prefer/preference	sexism/sexist
discipline	pressure	stereotype
discussion		

RE

baptism	Hindu/Hinduism	prophet
Bible/biblical	hymn	religious/religion
Buddhist/Buddhism	immoral/immorality	shrine
burial	Islam	sign
celebrate/celebration	Israel	Sikh/Sikhism
ceremony	Judaism/Jewish	special
Christian	marriage	spirit/spiritual
commandment	miracle	symbol
commitment	moral/morality	synagogue
creation	Muslim	temple
disciple	parable	wedding
faith	pilgrim/pilgrimage	worship
festival	pray/prayer	
funeral	prejudice	

Science

absorb	exchange	organism
acid	freeze	oxygen
alkaline	frequency	particles
amphibian	friction	predator
apparatus	function	pressure
chemical	growth	reproduce
circulate/circulation	hazard	respire/respiration
combustion	insect	solution
condensation	laboratory	temperature
cycle	liquid	thermometer
digest/digestion	mammal	vertebrate
element	method	vessel
evaporation	nutrient	

Appendix 3: Sample spelling investigations

Objective 2
Pluralisation
Pupils should revise, consolidate and secure pluralisation, including **es** endings, and words ending in **y**, **f** and vowels.

EXAMPLE 1: a small group investigation into the formation of plurals

Prompts

1. Cut up the words so they are still in pairs, i.e. *ash* and *ashes* on one card.
2. Work out how you decide whether to add **s** or **es** to the end of a word.
3. Make two lists – those ending in **s** and those ending in **es**.
4. Look carefully at the **es** list and make new groups for different endings, e.g. words ending in **x**.
5. Read the **es** list aloud. What can you hear?
6. Try saying the **es** words without the **e**. Why is this difficult?
7. Write a rule about which endings need an **es**, and check it by trying it on other words you know.
8. Try clapping out the syllables in your **es** list. What happens when you add **es**? Does the same thing happen to words in the **s** column?
9. Look closely at the list of words ending in **s**. What rules can you work out for adding **s** to words ending in **e**, **y** and other letters?
10. Make your own list of words ending in **f**. Can you work out what happens to these when you add **s**?

army	armies	dish	dishes	pen	pens
ash	ashes	display	displays	penny	pennies
baby	babies	donkey	donkeys	pocket	pockets
berry	berries	fly	flies	puppy	puppies
book	books	fox	foxes	ray	rays
box	boxes	game	games	sandwich	sandwiches
boy	boys	glass	glasses	school	schools
brush	brushes	hat	hats	shoe	shoes
bush	bushes	inch	inches	table	tables
church	churches	jelly	jellies	tax	taxes
city	cities	key	keys	time	times
clasp	clasps	kiss	kisses	toy	toys
day	days	lip	lips	watch	watches
delay	delays	monkey	monkeys	window	windows
desk	desks	party	parties	witch	witches

Notes

- Most words add **s**. Add **es** if the word ends in a hissing/buzzing/shushing sound. Another way to remember this is to add **es** if you can hear an extra syllable when you make it plural. (The **e** is added to make the plural easier on the tongue, putting a buffer between too many **s** sounds.)
- Words ending in **e** – just add **s**.
- Words ending in **y** – add **s** if the final letter is preceded by a vowel. If not, change the **y** to **i** and add **es**.

Objective 3
Word endings

Pupils should revise, consolidate and secure word endings, including vowel suffixes such as **ing**; consonant suffixes such as **ful**; modifying words ending in **y** or **e**; making choices between similar endings such as **cian**, **sion** and **tion**.

EXAMPLE 2: a teacher-led whole-class investigation into **ing** endings

Focus: How the spellings of verbs alter when **ing** is added.

Prompts

1. Look at my list of words (see column 1). How would I change *clean* to *cleaning*? *See* to *seeing*? etc. Amend to become column 2.
2. If in doubt, just add **ing**. Most words do.
3. Here are some words (see columns 3 and 4) which do something rather odd when we add **ing**. What happens? Can you work out why this happens? What do they have in common? Further prompt: look at the sound before the double letter.
4. Words which have a short (rap) vowel before the final consonant double the final consonant. It's useful for readers too – they can see that the vowel is short.
5. Here's another group of words (see columns 5 and 6 – split digraphs) which do something different. What happens?
6. Does our other rule still hold good in this list? (Short vowels create doubles, long vowels don't.) The rule does hold good.
7. Tell me three rules about adding **ing**, completing these sentences:
   - Most words ...
   - A short (rap) vowel just before the end tells us ...
   - Most words ending in **e** will ...

Simple – add **ing**		Short vowels – double		Drop **e** + add **ing**	
1	2	3	4	5	6
ask	asking	chat	chatting	bite	biting
clean	cleaning	clap	clapping	care	caring
do	doing	fit	fitting	decide	deciding
dream	dreaming	hop	hopping	drive	driving
go	going	hug	hugging	hope	hoping
jump	jumping	let	letting	make	making
pack	packing	plan	planning	save	saving
say	saying	run	running	share	sharing
send	sending	shop	shopping	shine	shining
think	thinking	shut	shutting	take	taking
walk	walking	skip	skipping	write	writing

Notes

- Most words just add **ing**.
- Most words ending in **e** drop the **e** to add **ing**. (Caution: the dropped **e** applies to split digraphs. It doesn't apply to other **e** endings – *seeing, being, freeing* – but as these are all high-frequency words, pupils don't usually suffer confusion about this. It is probably best to leave it unless pupils raise it or start making the error.)

Objective 3
Word endings

Pupils should revise, consolidate and secure word endings, including vowel suffixes such as **ing**; consonant suffixes such as **ful**; modifying words ending in **y** or **e**; making choices between similar endings such as **cian**, **sion** and **tion**.

EXAMPLE 3: an investigation into changing nouns into verbs (and verbs into nouns) for use with small groups of pupils

Group tasks

1. Distribute a list of base words to pupils (see below).
2. Pupils sort the words into nouns and verbs, noting which words can be both.
3. Pupils convert nouns into verbs and verbs into nouns, identifying and listing the suffixes which are commonly used for this (see below).
4. Pupils generate further lists based on the suffixes.

Base words			Verb to noun	Noun to verb
age	escape	music	er	ate
art	happy	reduce	im	en
change	hate	simple	ism	ify
class	help	television	ist	ise
compose	legal		ity	
criminal	love		ness	
critic	magnet		ology	
decide	medicine		tion	
educate	mobile			

Note

- Word class is determined by the function of a word in context – hence the possibility for words like *love* or *hate* to be a noun or a verb.

Objective 4
Prefixes

Pupils should revise, consolidate and secure prefixes, including antonym prefixes, e.g. **ir**, **un**.

EXAMPLE 4: group investigations into prefixes with classical origins

Group tasks

1. Give one group four words starting with **bi**. What do they mean? Tell pupils that **bi** means a certain number. Can they work out what the number is? It was once a Greek word, which we borrowed. Can they think of any more words containing **bi**?
2. Give another group four words starting with **aqua**. Can they work out what **aqua** means and explain how they worked it out? Can they think of other words with **aqua** in them?
3. Invite pupils to think about the word **super**. It was once a Latin word for 'greater'. Can pupils think of any words with **super** in them? Why do they mean 'greater'?
4. What other roots can they spot in their reading, e.g. **cycle**, **ped**, **nova**, **bio**, **geo**, **phon**, **visi**. Can they work out their meanings?

Some useful examples to start with					
aqua	*water*	aquarium	Aquarius	aquatic	aquaplane
auto	*self*	automatic	autograph	autobiography	automobile
bi	*two*	bicycle	biped	binoculars	binary
port	*carry*	transport	portable	import	export
super	*greater*	supernatural	superman	supernova	superpower
tele	*far off*	telephone	television	telepathy	telecommunications
trans	*across*	transport	transplant	transfer	transaction

Notes

- Word root spellings are generally reliable, so they are useful for spelling. The word *bicycle* is a good example – the roots clarify where to place the **i** and **y**.
- Build on from here by using the common prefixes and suffixes, e.g. **re**, **pre**, **able**, etc.
- Extend the investigation to suffixes with classical origins, e.g. **phobia**, **ology**.

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Objective 11
Strategies for learning spelling

To continue learning, constructing and checking spellings, pupils should be able to identify words which pose a particular challenge and learn them by using mnemonics, multi-sensory re-inforcement and memorising critical features.

EXAMPLE 5: a group investigation into the choice between **ie** and **ei**

Group tasks

1. Groups generate a list of words, or use the one below, in which **i** and **e** are adjacent and invite pupils to search for patterns. Remind pupils that both digraphs can make different sounds, some of which overlap.
2. Discuss findings.
3. Create a poster to advertise guidelines for choosing the correct digraph.
4. Find as many ways of sounding **ie** as possible, with examples.

ie			**cei**	**ei** (long **a**)	**ei** (other)
belief	lie	priest	ceiling	eight	either
brief	medieval	quiet	conceit	foreign	height
chief	mischief	relief	deceit	freight	heir
die	niece	review	perceive	neighbour	neither
field	obedient	shield	receipt	reign	protein
fierce	patient	shriek	receive	rein	their
fiery	pie	thief		sovereign	weird
friend	piece	tie		veil	
grief	pier	view		vein	
handkerchief	pierce	yield		weigh	

Notes

- Most words use **ie**.
- **ie** is the only word-ending.
- **ei** is the only word-beginning.
- **c** is usually followed by **ei** (*ancient, glacier,* and *science* are exceptions).
- The long **a** sound generally indicates **ei**. Note that the long **a** pronunciation has drifted a little over time, and is also influenced by accent.
- Other common **ei** words (see chart, final column) are best memorised by exception.

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